

科技部 補助延攬客座科技人才參與教學計畫書

說明：

本申請書內容須包含：

一、教學計畫。（包含教學大綱、課程規畫、詳細實際執行內容…等。）

(一)課程大綱

課程名稱	(中文) 理性行為分析專題 (英文) Seminar on Human Behavior as Rational Action						<input checked="" type="checkbox"/> 中文授課 <input type="checkbox"/> 英文授課
授課教師	林澤民 (Tse-min Lin)	任職單位	美國德州大學	專兼任	<input checked="" type="checkbox"/> 專任 <input type="checkbox"/> 兼任	職級	<input type="checkbox"/> 教授 <input checked="" type="checkbox"/> 副教授 <input type="checkbox"/> 助理教授 <input type="checkbox"/> 講師
開課系所	台大政治學系	課號	免填	學分數		修課人數上限	15
每週時數	<input checked="" type="checkbox"/> 演講 6 小時 <input type="checkbox"/> 實驗 ____ 小時				授課時間	星期二、四 14:20-17:20pm	
課程性質	<input type="checkbox"/> 博士班課程 (D 字頭) <input type="checkbox"/> 碩士班課程 (M 字頭) <input checked="" type="checkbox"/> 高年級課程 (U 字頭) <input type="checkbox"/> 學士班課程				加選方式	<input type="checkbox"/> 1. 不限人數。 <input type="checkbox"/> 2. 發給授權碼 <input checked="" type="checkbox"/> 3. 人數限制 15 人。	
課程大綱內容 (含課程概述、 教學目標、每週 進度及教學內容 簡述)	<p>一、課程概述</p> <p>The term “rational action” as used in the economic approach is generally equated with maximizing behavior. Individual human agents are assumed to have consistent and stable preferences over alternatives each of which is assigned some “utility.” Maximization entails choosing the course of action that yields the highest expected utility. One is rational to the extent one uses the best means to achieve one’s goals.</p> <p>In this course we will learn a variety of social and political models based on such a notion of <i>individual rationality</i> and to investigate its <i>collective consequences</i>. In particular, we will find through the “Prisoner’s Dilemma,” the “Tragedy of the Commons,” and the “Free-Rider Problem” a contrast between <i>rational man</i> and <i>irrational society</i>. Self-serving behavior of individuals does not usually lead to collectively satisfactory results.</p> <p>So this course is about the stories of the Prisoners, the Herdsmen, and the Free-Riders. As a matter of fact, we will show that the Dilemma, the Tragedy, and the Problem share essentially the same mathematical structure, and hence they are essentially the same story - a story about human destiny. We will then explore the ways by which we</p>						

	<p>might be able to escape such a destiny.</p> <p>二、教學目標</p> <p>In addition to introducing models of rational human behavior, this course also aims at training students the skills of analyzing and writing about such behavior. This course is designed to give students experience with writing. In this course, students can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from the instructor. Students will also have the opportunity to revise one or more assignments and to discuss their peers' work.</p> <p>三、每週進度及教學內容簡述</p> <p>(Note: The Following schedule is based on a 6-week, 12-session semester.)</p> <p>Week 1-1: The Prisoner's Dilemma, the Tragedy of the Commons & Social Science Models</p> <p>Week 1-2: The 2-Person and N-Person Prisoner's Dilemma</p> <p>Week 2-1: The Evolution of Cooperation I</p> <p>Week 2-2: The Evolution of Cooperation II</p> <p>Week 3-1: Reputational Concerns</p> <p>Week 3-2: The Problem of Collective Action I</p> <p>Week 4-1: The Problem of Collective Action II</p> <p>Week 4-2: Institutional Approaches to the Prisoner's Dilemma</p> <p>Week 5-1: Governing the Commons I</p> <p>Week 5-2: Governing the Commons II</p> <p>Week 6-1: The Internet as a Virtual Commons</p> <p>Week 6-2: Student Presentations</p>
<p>指定閱讀及 延伸閱讀</p>	<p>一、指定閱讀</p> <ol style="list-style-type: none"> 1. Thomas C. Schelling (1978), <i>Micromotives and Macrobehavior</i> (Norton). (中譯本:《微觀動機與宏觀行為》, 湯瑪斯·謝林著, 高一中譯, 臉譜出版社) 2. Robert Axelrod (1984), <i>The Evolution of Cooperation</i> (Basic Books). (中譯本:《合作的競化》, 羅伯特·艾瑟羅德著, 胡瑋珊譯, 大塊文化出版社) 3. Elinor Ostrom (1990), <i>Governing the Commons: The Evolution of Institutions for Collective Action</i> (Cambridge). (中譯本:《公共事務的治理之道: 集體行動制度的演進》, 埃莉諾·奧斯特羅姆著, 上海譯文出版社) 4. Clay Shirky (2008), <i>Here Comes Everybody</i> (Penguin). (中譯本:《鄉民都來了: 無組織的組織力量》, 克雷·薛基著, 李宇美譯, 貓頭鷹出版社)

	<p>5.〈台灣快閃政治－新媒體、政黨與社會運動〉，林澤民、蘇彥斌合著，台灣民主季刊，第十二卷，第二期，二零一五年六月，123-159。</p> <p>6. 林澤民在【泛科學】之專欄文章：http://pansci.asia/archives/author/tml</p> <p>二、延伸閱讀</p> <p>7. Mancur Olson (1971), <i>The Logic of Collective Action: Public Goods and the Theory of Groups</i> (Harvard). (中譯本:《集體行動的邏輯》，曼瑟爾·奧爾森著, 上海人民出版社)</p> <p>8. Peter Miller (2010), <i>The Smart Swarm</i> (Avery). (中譯本:《群的智慧》，彼得·米樂著, 林俊宏譯, 天下文化出版社)</p>										
<p>成績評量方式與標準 (請說明各項評量項目內容設計、比例及標準)</p>	<table border="1"> <tr> <td>課堂發言表現</td><td>10%</td></tr> <tr> <td>第一篇書面報告</td><td>25%</td></tr> <tr> <td>第一篇書面報告</td><td>25%</td></tr> <tr> <td>第一篇書面報告</td><td>30%</td></tr> <tr> <td>期末口頭報告</td><td>10%</td></tr> </table>	課堂發言表現	10%	第一篇書面報告	25%	第一篇書面報告	25%	第一篇書面報告	30%	期末口頭報告	10%
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期末口頭報告	10%										
<p>本課程對學生課後學習之要求</p>	<p>閱讀相關小說，欣賞電影，觀察網路行為，並思考如何應用賽局理論加以分析。</p>										
<p>最近三年評鑑值 (申請新開之課程如在近三年內曾教授類似課程者請填寫)</p>	<p>課程名稱：_____</p> <p>第_102_學年度第_2_學期：_4.76_；第_____學年度第_____學期：_____；</p> <p>第_____學年度第_____學期：_____；第_____學年度第_____學期：_____；</p> <p>第_____學年度第_____學期：_____；第_____學年度第_____學期：_____。</p>										

(二)授課教師申請開授課程之相關著作或近五年所發表之學術性著作目錄

- 1.〈台灣快閃政治－新媒體、政黨與社會運動〉，林澤民、蘇彥斌合著，台灣民主季刊，第十二卷，第二期，二零一五年六月，123-159。
2. “Public Opinion and Evolution” (David F. Prindle and Tse-min Lin). Chapter 4 of David F. Prindle, *The Politics of Evolution*. Routledge, 2015.

3. “Partisanship and Institutional Trust: A Comparative Analysis of Emerging Democracies in East Asia” (Kai-ping Huang, Feng-yu Lee, and Tse-min Lin). *Taiwan Journal of Democracy: An International Journal of Politics*, Vol. 9, No. 1, 2013, 47-71.
4. “Information and Ideological Structure in Spatial Voting.” *Taiwan Journal of Democracy*, Vol. 7, No. 1, 2011, 1-24.
5. 其它與開授課程相關著作請見本人在【泛科學】之專欄文章：
<http://pansci.asia/archives/author/tml>

二、預期效益。

In addition to introducing models of rational human behavior, this course also aims at training students the skills of analyzing and writing about such behavior. The analytic component is designed to equip students with skills that are necessary for understanding the types of mathematical/logical arguments they will regularly encounter in their adult and professional life. The writing component is designed to give students experience with writing. In this course, students can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from the instructor. Students will also have the opportunity to revise one or more assignments and to discuss their peers' work.